

The Board of Education supports its teaching staff in their efforts to encourage the following student behaviour:

- Regular attendance.
- Conduct appropriate to the school setting.
- Respect for the authority of school personnel.
- Protection of the property of the school and other students.
- Polite and respectful interaction with staff and other students.
- Observance of good health habits.
- Observance of community laws and school regulations regarding such items as: the use of vehicles on school property; the use of tobacco and alcohol; the use and possession of drugs or other illegal materials.

CORRECTIVE ACTION

It is expected that all students will comply with these expectations. WHEN A STUDENT DOES NOT COMPLY, PRINCIPALS, TEACHERS, OFFICIALS AND TRUSTEES MUST TAKE APPROPRIATE ACTION. The intensity of the corrective action will depend upon the severity and chronic nature of the problem. Part or all of the following procedures may be used:

- An interview by teacher and/or principal with the student.
- Parental involvement is the second step. Parents are informed of problem behaviour and may be asked to attend a conference at the school to decide on a course of appropriate corrective action.
- Principals may, after consultation with parents, require a disruptive student to return home for a day as a therapeutic withdrawal.
- Suspension is a further step taken by the principal. The suspension of a student will be for a fixed period not to exceed 20 school days. When a student is suspended, parents will be notified in writing of the right to an appeal.
- Expulsion of a student will be a final step taken by the Board of Education when it is judged that school is no longer productive for the student and when the conduct of a student is so disruptive that his/her presence is injurious to other students.

In most cases the student's behaviour must be dealt with directly; in some cases changing the environment may be the appropriate response.

These procedures will not prohibit the principal from taking immediate and appropriate action deemed necessary for the welfare of others in the school.

OTHER LEGISLATION

The Hamilton Board of Education also has responsibilities under three pieces of legislation not covered in the Education Act. These are

- The Child and Family Services Act
- The Young Offenders Act
- The Trespass to Property Act

Under the Child and Family Services Act the Board is required to cooperate with Children's Aid Societies and other agencies in their goals to protect the welfare of the children under their care. This is especially true when child abuse is suspected. It is the duty of any school personnel such as a teacher, principal, secretary, etc., who suspects that a child is being abused to report the suspicion as outlined by Board procedures. Failure to do this can result in fines of up to \$1,000. **Once the report has been made, it is up to a Children's Aid Society to determine whether there has indeed been abuse.**

With respect to the Young Offenders Act, school officials must cooperate with police officers as they carry out their tasks. At the same time they must endeavour to protect the rights of their students. Generally, this means that principals will make every effort to inform parents whenever police wish to interview their child.

The Trespass to Property Act ensures the Board's right to protect its property and its students and their possessions while they are on the property. Thus, anyone whose presence on School Board property is unauthorized, is liable to fines of up to \$1,000. **In cases of vandalism, the Board may seek both the prosecution of offenders and restitution of damage.**

Guidelines and Operating Procedures have been developed for school use with respect to the above Acts.

THE BOARD OF EDUCATION ALSO BELIEVES THAT FREQUENT COMMUNICATION BETWEEN HOME AND SCHOOL IS ESSENTIAL TO STUDENT SUCCESS.

IT IS HOPED THAT PARENTS WILL SUPPORT THEIR ELECTED REPRESENTATIVES, OFFICIALS AND TEACHERS BY ENCOURAGING STUDENTS TO FULFILL THEIR RESPONSIBILITIES TOWARDS THEIR SCHOOL, OTHER STUDENTS AND THEMSELVES.

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THE BOARD OF EDUCATION
FOR THE
CITY OF HAMILTON

DISCIPLINE
POLICY

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Statements and Policies concerning expectations, responsibilities and learning in the schools and programs of The Hamilton Board of Education.



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The Board of Education for the City of Hamilton wishes to create positive student attitudes towards punctuality, regular attendance, completion of classroom assignments, and interest in learning through classroom participation.

In order to promote better understanding by all members of the school community and to explain school laws, THE BOARD HAS ADOPTED THE FOLLOWING STATEMENT OF EDUCATIONAL DUTIES AND RESPONSIBILITIES:

Public school education must provide equal learning opportunity for all students. In addition to regular curriculum, good citizenship must be taught and demonstrated. This includes an appreciation of the rights of others. Students are expected to understand that rules and regulations are adopted for the benefit of all.

Basic to this policy is the premise that every student has the right to a chosen education without disruption and a corresponding responsibility not to deny this right to any other student. Voluntary cooperation and an evident desire to participate in the learning process are essential in our schools.

The discipline policy focuses on encouraging appropriate behaviour. Fair, firm and consistent application of the policy is expected and students should be made aware of the consequences of misbehaviour. Individual cases will be carefully assessed so that the school's response is appropriate. Misbehaviour in school may be related to such factors as physical discomfort, learning problems, inappropriate curriculum or classroom management, and societal stresses on the student. As well, regular attendance is viewed as a foundation for success and a deterrent to disciplinary difficulties.

Discipline is learned. It should be taught in the home, the school and the community. It is a developmental process that ultimately results in self-discipline and mature responses in society.

The School Board also recognizes its responsibility to educate students who do not respond well to traditional school programs. When a student continues to exert a disruptive influence after normal disciplinary measures have been taken, the Board's special services personnel will be called in to assist the principal in planning alternatives. It must be understood that it is the responsibility of the School Board to safeguard the health and safety of both its students and staff.

The Board does recognize the unique nature of its school communities and intends that each school will have individual procedures to implement and supplement these policies.

Hamilton Board of Education discipline policies are consistent with the appropriate sections of the Ontario Education Act and Ministry Regulations.

Duties of PRINCIPALS

"It is the duty of a principal of a school, in addition to his/her duties as a teacher,

- (a) to maintain proper order and discipline in the school;
- (m) subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in his/her judgment be detrimental to the physical or mental well-being of the pupils." [Education Act, section 236]

"The principal of a school, subject to the authority of the appropriate supervisory officer, is in charge of,

- (a) the instruction and discipline of pupils in the school; and
- (b) the organization and management of the school." [Regulation 262, section 12(1)]

"In addition to the duties under the Act and those assigned by the board, the principal of a school shall,

- (g) provide for instruction of pupils in the care of the school premises;
- (j) report promptly any serious neglect of duty or infraction of the school rules by a pupil to the parent or guardian of the pupil." [Regulation 262, section 12(3)]

Duties of TEACHERS

"It is the duty of a teacher and a temporary teacher,

- (e) to maintain, under the direction of the principal, proper order and discipline in his/her classroom and while on duty in the school and on the school ground." [Education Act, section 235(1)]

"In addition to the duties assigned to the teacher under the Act and by the board, a teacher shall,

- (a) be responsible for effective instruction, training and evaluation of the progress of pupils in the subjects assigned to the teacher and for the management of the class or classes....
- (h) cooperate with the principal and other teachers to establish and maintain consistent disciplinary practices in the school." [Regulation 262, section 21]

"A pupil shall,

- (b) exercise self-discipline;
- (c) accept such discipline as would be exercised by a kind, firm and judicious parent;
- (e) be courteous to fellow pupils and obedient and courteous to teachers;
- (f) be clean in person and habits;
- (h) show respect for school property." [Regulation 262, section 23(1)]

"Every pupil is responsible for his/her conduct to the principal of the school that the pupil attends,

- (a) on the school premises;
- (b) on out-of-school activities that are part of the school program; and
- (c) while travelling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board." [Regulation 262, section 23(4)]

SCHOOL ATTENDANCE

"Unless excused under this section,

- (a) Every child who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until he/she attains the age of sixteen years." [Education Act, section 20(1)]

"The parent or guardian of a child who is required to attend school under this section shall cause the child to attend school as required by this section." [Education Act, section 20(5)]

"A pupil shall,

- (d) attend classes punctually and regularly." [Regulation 262, section 23(1)]

"When a pupil returns to school after an absence, a parent of the pupil, or the pupil where the pupil is an adult, shall give the reason for the absence orally or in writing as the principal requires." [Regulation 262, section 23(2)]

"Regular attendance on the part of students is vital to the process of learning...When the process and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Students who habitually miss class will suffer in the evaluation process because their participation and achievement cannot be fully assessed." [Ontario Schools: Intermediate and Senior Divisions, section 7.3]